

Birth to Age 5 (0-5) Action Plan

Area for Action Plan	Phase	Action to Be Taken	Yes No	Timeline
Leadership	Exploring	1. On-site Leadership Implementation Teams clearly define and are committed to a 3-5 year Montana Literacy Plan (MLP) through MT RTI* Framework.		
	Exploring	2. On-site Leadership Implementation Teams have communicated a consistent MLP roll-out plan.		
	Implementing	3. On-site Leadership Implementation Teams provide monthly public updates at board, staff, and Grade Level Teacher Team meetings on the MLP.		
	Exploring	4. On-site Leadership Implementation Teams have identified 3-5 year performance targets.		
	Exploring	5. On-site Leadership Implementation Teams have defined annual literacy performance targets.		
	Exploring	6. On-site Leadership Implementation Teams have committed resources including positions, staff, and budget support for supplies and materials to the 3-5 year MLP.		
	Exploring	7. On-site Leadership Implementation Teams allocate time for professional development and time for collaboration among staff, with a focus on literacy achievement and effective literacy instruction.		
	Exploring	8. On-site Leadership Implementation Teams are established and lead by the principal and meet monthly.		
	Implementing	9. LEA Principals and Head Start Directors walkthrough all instructional settings weekly. These walkthroughs are both scheduled and random.		
	Exploring	10. On-site Leadership Implementation Teams provide time for and facilitate collaboration among staff, with a focus on literacy achievement and effective literacy instruction.		
Action Items				
1.				
2.				
Date	Leadership Role		Additional Support Role	Next Site Visit Date

Area for Action Plan	Phase	Action to Be Taken	Yes No	Timeline
Standards	Exploring	1. Early learning program and LEA evidence-based curriculum is aligned to the MT Early Learning Guidelines and the MT Standards for English Language Arts.		
	Exploring	2. Evidenced-based curriculum and materials support the MT Early Learning Guidelines and MT Standards for English Language Arts which includes early language and literacy development.		
	Implementing	3. Educators implement culturally responsive (IEFA*) reading, writing, and communication strategies school-wide.		
Action Items				
1.				
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Date	Leadership Role		Additional Support Role	Next Site Visit Date

Area for Action Plan	Phase	Action to Be Taken	Yes No	Timeline
Instruction & Intervention	Exploring	1. Early learning programs and LEAs utilize language and early literacy programs and evidence-based strategies that include the six early language and literacy components.		
	Exploring	2. Educators have the necessary instructional materials to teach the early learning programs.		

	Exploring	3. Educators will utilize a multi-tiered system of support to maintain high achievement expectations for all students through evidence-based core instruction.		
	Exploring	4. Educators will utilize a multi-tiered system of support within small groups to differentiate instruction for application of skills, reteaching, and additional practice or challenge activities.		
	Exploring	5. Early learning programs and LEAs develop processes that utilize evidence-based intervention instruction.		
	Exploring	6. Educators have the necessary instructional materials for evidence-based intervention instruction.		
	Exploring	7. Time has been allocated to provide early literacy instruction and evidence-based intervention instruction.		
	Exploring	8. Educators embed explicit language, literacy, and phonemic awareness instruction in conjunction with authentic playful experiences with literature.		
	Implementing	9. Educators apply developmentally appropriate early literacy skills throughout the day across <i>all</i> content areas.		
	Implementing	10. Educators teach students that print has a purpose and provides meaning. Staff encourages and provides feedback to students throughout the sequence of writing stages.		
	Implementing	11. Educators allocate time for students to draw and write about stories read as well as everyday experiences.		
	Sustaining	12. Educators guide students' use of technology as a component of effective early literacy instruction.		
Action Items				
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Date	Leadership Role		Additional Support Role	Next Site Visit Date

Area for Action Plan	Phase	Action to Be Taken	Yes No	Timeline
Assessment & Data-based	Exploring	1. An annual assessment plan has been developed and assessment procedures are clearly in place for the four assessment types*.		
	Exploring	2. A universal screening system is in place to measure and monitor student progress and is shared among staff in a timely manner.		

Decision Making	Implementing	3. Multiple assessment measures are used to monitor and modify instruction in order to meet student needs as identified by the four assessment types*.		
	Implementing	4. Early learning programs and LEAs have a specific plan for improving scores for disadvantaged students.		
	Implementing	5. Staff member(s) have been identified for collecting and disseminating data to educators in a timely manner.		
	Implementing	6. Progress monitoring is systematic, documented, and shared with educators in a timely manner.		
	Implementing	7. Diagnostic procedures are systematic, documented, and shared with educators in a timely manner.		
	Exploring	8. A school data collection system is in place and technology support is available.		
	Exploring	9. On-site Leadership Implementation Teams and Grade Level Teacher Teams are established and meet at least twice a month.		
	Implementing	10. Fidelity of assessment administration is regularly verified.		
	Implementing	11. Individual student data is routinely reexamined to ensure disadvantaged students are making adequate progress.		
Action Items				
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Date	Leadership Role		Additional Support Role	Next Site Visit Date

Area for Action Plan	Phase	Action to Be Taken	Yes No	Timeline
Professional Development	Exploring	1. On-site Leadership Implementation Teams prepare and communicate with all educators on an annual MLP professional development plan.		
	Exploring	2. Early learning program and LEAs allocate both funding and time for professional development opportunities to allow Grade Level Teacher Teams and educators to continually improve.		
	Implementing	3. Professional development is based on student needs and goals as evidenced by student data.		
	Exploring	4. Educators have received adequate professional development on the evidence-based programs for teaching literacy.		
	Exploring	5. On-site Leadership Implementation Teams and educators have received professional		

		development the four assessment types* and assessment procedures.		
	Exploring	6. On-site Leadership Implementation Teams and educators have received professional development on the six early language and literacy components*.		
	Implementing	7. Educators understand the developmental progression of early language and literacy development.		
	Sustaining	8. Systems are in place for providing professional development for new staff with regard to the MLP.		
	Implementing	9. Educators have access to systems of support including observations, coaching, mentoring, and problem solving.		
	Sustaining	10. Professional development facilitates the integration of most recent early language and literacy development research into the current teaching practices.		
	Implementing	11. Educators receive Positive Behavior Support professional development that includes classroom management and engagement strategies.		
Action Items				
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2.				
Date	Leadership Role		Additional Support Role	Next Site Visit Date

Area for Action Plan	Phase	Action to Be Taken	Yes No	Timeline
System-wide Commitment	Exploring	1. Early learning programs and LEAs utilize clear continuous improvement cycle to assess progress toward the literacy performance targets set in the MLP and the LEAs Action Plans.		
	Exploring	2. Educators, unions, and other community partners understand and are committed to the MLP.		
	Exploring	3. A multi-tiered system of support provides guidance for delivering comprehensive, effective evidence-based literacy instruction and assessment procedures for all students.		
	Implementing	4. Early learning program and LEAs facilitate collaboration among all educators across levels.		
	Implementing	5. On-site Leadership Implementation Teams and educators utilize data from the four assessment types* to make informed decisions to support the implementation of the MLP.		
	Sustaining	6. Early learning program/school and LEAs utilize communication procedures to ensure fluid transitions from class-to-class, grade-to-grade, and school-to-school.		
	Implementing	7. Existing complementary initiatives are integrated into the MLP such as MBI* and RTI* and conflicting initiatives have been extinguished.		
Action Items				

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2.			
Date	Leadership Role	Additional Support Role	Next Site Visit Date

Area for Action Plan	Phase	Action to Be Taken	Yes No	Timeline
Community & Family Involvement	Exploring	1. As beneficiaries of literate society, educators, parents, community organizations, businesses, and post-secondary education are recognized as community partners in early language and literacy development of children.		
	Exploring	2. Early learning programs and LEAs understand the importance of school, family, community partnerships and nurture reciprocal relationships with families.		
	Implementing	3. Early learning programs and LEAs have systems in place for helping families support their children's learning at home.		
	Implementing	4. Early learning programs and LEAs have systems in place for effectively communicating with families in various and meaningful ways.		
	Implementing	5. Parents are involved in the problem-solving processes.		
	Implementing	6. Early learning programs and LEAs sponsor and promote literacy activities and events.		
	Implementing	7. Early learning programs and LEAs collaborate with each other and families to ensure smooth transitions from early learning programs to kindergarten.		
	Exploring	8. Early learning program and LEAs ensure families and children have opportunities to demonstrate their abilities, skills, and knowledge in any language including their home language.		
	Sustaining	9. Early learning programs and LEAs establish and maintain both formal and informal literacy processes in partnership with families and the private and public sector to provide support to students' early language and literacy development and school readiness.		
	Sustaining	10. Early learning programs recognize parent, community programs, and volunteers as resources to assist students in acquiring early literacy skills.		
	Exploring	11. Early learning programs recognize parents, community tutoring programs, and volunteers as resources to assist students in acquiring early language and literacy skills.		

Action Items			
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2.			
Date	Leadership Role	Additional Support Role	Next Site Visit Date

*Notes:

IEFA- Indian Education for All

SBR- scientifically research-based

MLP- Montana Literacy Plan

Six early language and literacy components- Oral language/vocabulary development (listening and speaking), phonological awareness, alphabet knowledge, print awareness and book knowledge, listening comprehension, and emergent writing skills.

Four Assessment Types- screening, progress monitoring, diagnostic, and outcome

In this document Educator is defined as anyone who is providing instruction. This may include teachers, specialists, para-educators, administrators, etc.

Elementary (K-5) School Visitation Action Plan

Area for Action Plan	Phase	Action to Be Taken	
Leadership	Exploring	1. On-site Leadership Implementation Teams clearly define and are committed to a 3-5 year Montana Literacy Plan (MLP) through MT RTI* Framework.	
	Exploring	2. On-site Leadership Implementation Teams have communicated a consistent MLP roll-out plan.	
	Implementing	3. On-site Leadership Implementation Teams provide monthly public updates at board, staff, and grade level teacher team meetings on the MLP.	
	Exploring	4. On-site Leadership Implementation Teams have identified 3-5 year performance targets.	
	Exploring	5. On-site Leadership Implementation Teams have defined annual literacy performance targets.	
	Exploring	6. On-site Leadership Implementation Teams have committed resources including positions, staff, and budget support for supplies and materials to a 3-5 year MLP.	
	Exploring	7. On-site Leadership Implementation Teams allocate time for professional development and time for collaboration amongst staff, with a focus on literacy achievement and effective literacy instruction.	
	Exploring	8. On-site Leadership Implementation Teams are established and lead by the principal and meet monthly.	
	Implementing	9. LEA Principals walkthrough all instructional settings weekly. These walkthroughs are both scheduled and random.	
	Implementing	10. On-site Leadership Implementation Teams share knowledge and materials to enhance others’ understanding of effective literacy instruction and embed culturally competent instruction (IEFA*).	
	Exploring	11. On-site Leadership Implementation Teams provide time for and facilitate collaboration amongst staff, with a focus on literacy achievement and effective literacy instruction.	
Action Items			
1.			
2.			
Beginning Date	Leadership Role	Additional Support Role	Completion Date

Area for Action Plan		Phase	Action to Be Taken		
Standards	Exploring	1. LEAs will align their curriculum to the MT Standards for English Language Arts.			
	Exploring	2. LEAs will align their and the five components of reading*.			
	Implementing	3. Educators implement culturally responsive (IEFA*) reading, writing, and communication strategies school-wide.			
Action Items					
1.					
2.					
Beginning	Leadership Role		Consultant/State Team Role		Completion

Date			Date

Area for Action Plan	Phase	Action to Be Taken	
Instruction & Intervention	Exploring	1. LEAs core reading program is SBR* and includes the five components of reading*.	
	Exploring	2. Educators have the necessary instructional materials for core reading program instruction.	
	Exploring	3. Educators will utilize a multi-tiered system of support to maintain high achievement expectations for all students through evidence-based core instruction.	
	Exploring	4. Educators adjust instruction and student placement based on progress monitoring assessment data and formative and summative data.	
	Exploring	5. LEAs utilize SBR* intervention program(s) and aligned the five components of reading* addressed in each of them.	
	Exploring	6. Educators have the necessary instructional materials for the intervention program(s).	
	Exploring	7. Time has been allocated to provide instruction of both the core program as well as the intervention program(s).	
	Implementing	8. Educators embed explicit literacy instruction across the curriculum.	
	Implementing	9. Educators apply literacy skills throughout the day across <i>all</i> content areas.	
	Implementing	10. Educators allocate time for students to write about the texts they read.	
	Implementing	11. Educators teach students the writing skills and processes that go into creating text.	
	Sustaining	12. Educators guide students’ use of technology as a component of literacy instruction.	
Action Items			
1.			
2.			
Beginning Date	Leadership Role	Additional Support Role	Completion Date

Area for Action Plan	Phase	Action to Be Taken
Assessment & Data-based Decision Making	Exploring	1. An annual assessment plan has been developed and assessment procedures are clearly in place (when, where, who) for the four assessments types*.
	Exploring	2. A universal screening system is in place to measure and monitor student progress and is shared among staff in a timely manner.
	Implementing	3. Multiple assessment measures are used to monitor and modify instruction in order to meet student needs through the use of the four assessment types*.
	Implementing	4. LEAs utilize state testing data to determine the factors for low performance in subgroups that may be contributing to failure to meet AYP.
	Implementing	5. LEAs have a specific plan for improving scores for disadvantage groups.
	Implementing	6. Staff member(s) have been identified for collecting and disseminating data to educators in a timely manner.
	Implementing	7. Progress monitoring is systematic, documented, and shared among staff.

	Implementing	8. Diagnostic procedures are systematic, documented, and shared quickly with educators who are working with the individual students.			
	Exploring	9. School data collection system is in place and technology support is available at district/school level.			
	Exploring	10. A data analysis team is established and meet twice a month.			
	Implementing	11. Fidelity of assessment is regularly verified checklists, outside observations, random checks).			
	Implementing	12. Individual student data is routinely re-examined to ensure disadvantaged students are making adequate progress.			
Action Items					
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2.					
Beginning Date	Leadership Role		Additional Support Role		Completion Date

Area for Action Plan	Phase	Action to Be Taken	
Professional Development	Exploring	1. Onsite Leadership Implementation Teams prepare and communicate with all educators on an annual MLP professional development plan.	
	Exploring	2. LEAs allocate both funding and time for professional development opportunities to allow Grade Level Teacher Teams and educators to continually improve.	
	Implementing	3. Professional development is based on the student needs and goals as evidenced by student data.	
	Exploring	4. Educators have received adequate professional development on the programs they are expected to teach.	
	Exploring	5. Onsite Leadership Implementation Teams and educators have received professional development on all assessments and assessment procedures (who, where, when, and administration/scoring practice).	
	Exploring	6. Onsite Leadership Implementation and educators have received professional development on the five components of reading*.	
	Implementing	7. Educators understand the developmental progression of reading K-12 (understanding the difference of teaching “learning to read” and teaching “reading to learn”).	
	Sustaining	8. Systems are in place for providing professional development for new staff with regard to the MLP.	
	Implementing	9. Educators have access to systems of support (e.g., observations, coaching, mentoring, and problem-solving).	
	Sustaining	10. Professional development facilitates the integration of most recent reading/literacy research into the current teaching practices.	
Implementing	11. Educators receive Positive Behavior Support professional development that that includes classroom management and engagement strategies.		
Action Items			
1.			
2.			
Beginning Date	Leadership Role	Additional Support Role	Completion Date

Area for Action Plan	Phase	Action to Be Taken	
System-wide Commitment	Exploring	1. LEAs have a clear continuous improvement cycle and assess annual progress toward achievement of the LEAs literacy goals.	
	Exploring	2. Educators, unions, and other community partners understand and are committed to the MT Literacy Plan.	
	Exploring	3. A multi-tiered system of support to provides guidance for delivering comprehensive, effective literacy instruction and assessment procedures for all students.	
	Implementing	4. LEAs facilitate collaboration among all educators at all grade levels.	
	Implementing	5. Onsite Leadership Implementation Teams and educators analyzes results from state, district, and school reading assessments to make informed district-wide decisions based on needs for improvement.	
	Sustaining	6. LEAs align with other area programs/school to provide fluid transitions from class-to-class, grade-to-grade, and school-to-school.	
	Implementing	7. Existing complementary initiatives are integrated into the MLP such as MBI* and RTI* and conflicting initiatives have been extinguished.	
Action Items			
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2.			
Beginning Date	Leadership Role	Additional Support Role	Completion Date

Area for Action Plan	Phase	Action to Be Taken
Community & Family Involvement	Exploring	1. As beneficiaries of a literate society, educators, parents, community organizations, businesses, and post-secondary education are recognized as community partners in the literacy development of children.
	Exploring	2. LEAs understand the importance of school/family/community partnerships and develop reciprocal relationships with families.
	Implementing	3. LEAs have a system in place for helping families support children's learning at home.
	Implementing	4. LEAs have a system in place for effectively communicating with families in various and meaningful ways.
	Implementing	5. Parents and/or students are involved in the problem-solving processes.
	Implementing	6. LEAs sponsor and promote literacy activities and events.
	Implementing	7. Early education programs and LEAs collaborate with each other and families to ensure smooth transitions from early education to Kindergarten and from elementary to middle school.
	Exploring	8. LEAs ensure families and children have opportunities to demonstrate their abilities, skills, and knowledge in any language including their home language.
	Sustaining	9. LEAs establish and maintain both formal and informal literacy partnerships with families and the private and public sector to provide support to students' development and career/college readiness.
	Sustaining	10. LEAs recognize parent, community tutoring programs, and volunteers as resources to assist students in acquiring literacy skills.

Action Items			
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2.			
Beginning Date	Leadership Role	Additional Support Role	Completion Date

IEFA- Indian Education for All

SRB- Scientifically Research-Based

MLP- Montana Literacy Plan

Five Components of Reading- phonemic awareness, phonics, fluency, vocabulary, and comprehension

Four Assessment Types- screening, progress monitoring, diagnostic, and outcome

In this document Educator is defined as anyone who is providing instruction. This may include teachers, specialists, para-educators, administrators etc...

Literacy is defined as the ability to read, write, speak, listen and view in order to communicate with others effectively.

MBI- Montana Behavior Initiative

RTI- Response to Intervention

Secondary (6-12) Action Plan

Area for Action Plan	Phase	Action to Be Taken	
Leadership	Exploring	1. On-site Leadership Implementation Teams clearly defined and are committed to a 3-5 year Montana Literacy Plan (MLP) through MT RTI Framework.	
	Exploring	2. On-site Leadership Implementation Teams have communicated a consistent MLP roll-out.	
	Implementing	3. On-site Leadership Implementation Teams provides monthly public updates at board, staff, and grade level team meetings on the MLP.	
	Exploring	4. On-site Leadership Implementation Teams have identified 3-5 year performance targets.	
	Exploring	5. On-site Leadership Implementation Teams have defined annual literacy performance targets.	
	Exploring	6. On-site Leadership Implementation Teams have committed resources including positions, staff, and budget support for supplies and materials to a 3-5 year MLP.	
	Exploring	7. On-site Leadership Implementation Teams allocate time for professional development and time for collaboration amongst staff, with a focus on literacy achievement and effective literacy instruction.	
	Exploring	8. On-site Literacy Implementation Team are established and lead by the principal and meets monthly.	
	Implementing	9. LEA Principals walkthrough all instructional settings weekly. These walkthroughs are both scheduled and random.	
	Implementing	10. On-site Leadership Implementation Teams share knowledge and materials to enhance others’ understanding of effective literacy instruction and embed culturally competent instruction (IEFA*).	
	Exploring	11. On-site Leadership Implementation Teams provide time for and facilitate collaboration amongst staff, with a focus on literacy achievement and effective literacy instruction.	
Action Items			
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2.			
Beginning Date	Leadership Role	Additional Support Role	Completion Date

Area for Action Plan	Phase	Action to Be Taken
Standards	Exploring	1. LEAs will align their curriculum to the MT Standards for English Language Arts.
	Exploring	2. LEAs will align their curriculum and the nine key elements* of adolescent literacy instruction.
	Implementing	3. Educators implement culturally responsive (IEFA*) reading, writing, and communication strategies school-wide.
Action Items		

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Beginning Date	Leadership Role	Additional Support Role	Completion Date

Area for Action Plan	Phase	Action to Be Taken
Instruction & Intervention	Exploring	1. LEAs utilize SBR* programs and strategies in Communication Arts and English classes.
	Exploring	2. Educators have the necessary instructional materials for their Communication Arts classes and English classes.
	Exploring	3. Educators will utilize a multi-tiered system of support to maintain high achievement expectations for all students through evidence-based core instruction.
	Exploring	4. Educators adjust instruction and student placement based on progress monitoring assessment data and all formative and summative data.
	Exploring	5. LEAs utilize evidenced based intervention program(s) and align the components of reading* addressed in each of them.
	Exploring	6. Educators will have the necessary instructional materials for the intervention program(s).
	Exploring	7. Time has been allocated to provide instruction of both the Communication Arts/English classes as well as the intervention program(s).
	Implementing	8. Educators embed explicit literacy instruction across the curriculum.
	Implementing	9. Educators apply literacy skills throughout the day across <i>all</i> content areas.
	Implementing	10. Educators allocate time for student to write about the text they read.
	Implementing	11. Educators teach student the writing skills and processes that go into creating text.
	Sustaining	12. Educators guide students' use of technology as a component of literacy instruction.

Action Items

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2.			
Beginning Date	Leadership Role	Additional Support Role	Completion Date

Area for Action Plan	Phase	Action to Be Taken
Assessment & Data-based Decision Making	Exploring	1. An annual assessment plan has been developed and assessment procedures are clearly in place (when, where, who) for the four assessments types*.
	Exploring	2. A universal screening system is in place to measure and monitor student progress and is shared among staff in a timely manner.
	Implementing	3. Multiple assessment measures are used to monitor and modify instruction in order to meet student needs through the use of four assessment types*.

	Implementing	4. LEAs utilize state testing data to determine contributing factors for low performance in subgroups that may be contributing to failure to meet AYP.
	Implementing	5. LEAs have a specific plan for improving scores for disadvantage groups.
	Implementing	6. Staff member(s) have been identified for collecting and disseminating data to eductators in a timely manner.
	Implementing	7. Progress monitoring is systematic, documented, and shared among staff.
	Implementing	8. Diagnostic procedures are systematic, documented, and shared quickly with educators who are working with the individual students.
	Exploring	9. School data collection system is in place and technology support is available at district/school level.
	Exploring	10. A data analysis team is established and meets twice a month.
	Implementing	11. Fidelity of assessment administration is regularly verified (checklists, outside observations, random checks).
	Implementing	12. Individual student data is routinely re-examined to ensure disadvantaged students are making adequate progress.

Action Items

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Beginning Date	Leadership Role	Additional Support Role	Completion Date

Area for Action Plan	Phase	Action to Be Taken
Professional Development	Exploring	1. On-site Leadership Implementation Teams prepare and communicate with all educators on an annual MLP professional development plan.
	Exploring	2. LEAs allocate both funding and time for professional development opportunities to allow Grade Level Teacher Teams and educators to continually improve.
	Implementing	3. Professional development is based on the student needs and goals as evidenced by student data.
	Exploring	4. Educators have received adequate professional development on the programs they are expected to teach.
	Exploring	5. On-site Leadership Implementation Teams and educators have received professional development on all assessments and assessment procedures (who, where, when, and administration/scoring practice).
	Exploring	6. On-site Leadership Implementation Teams and educators have received professional development on the six variables representing early literacy* and five components of reading*.
	Implementing	7. Educators understand the developmental progression of reading K-12 (understanding the difference of teaching “learning to read” and teaching “reading to learn”).
	Sustaining	8. Systems are in place for providing professional development for new staff with regard to the MT Literacy Plan.
	Implementing	9. Educators have access to systems of support (e.g., observations, coaching, mentoring, and problem-solving).
	Sustaining	10. Professional development facilitates the integration of most recent reading/literacy research into the current teaching practices.
	Implementing	11. Educators receive Positive Behavior Support professional development that includes classroom management and engagement strategies.

Action Items

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Beginning Date	Leadership Role	Additional Support Role	Completion Date

Area for Action Plan	Phase	Action to Be Taken
System-wide Commitment	Exploring	1. LEAs have a clear continuous improvement cycle and assess annual progress toward achievement of the LEAs literacy goals.
	Exploring	2. Educators, unions, and other community partners understand and are committed to the MT Literacy Plan.
	Exploring	3. A multi-tiered system of support to provides guidance for delivering comprehensive, effective literacy instruction and assessment procedures for all students.
	Implementing	4. LEAs facilitate collaboration among all educators at all grade levels.
	Implementing	5. Leadership and educators analyze results from state, district, and school reading assessments to make informed district-wide decisions based on needs for improvement.
	Sustaining	6. LEAs align other area programs/schools to provide fluid transitions from class-to-class, grade-to-grade, and school-to-school.
	Implementing	7. Existing complementary initiatives are integrated into the MLP such as MBI and RTI and conflicting initiatives have been extinguished.

Action Items

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Beginning Date	Leadership Role	Additional Support Role	Completion Date

Area for Action Plan	Phase	Action to Be Taken
Community & Family Involvement	Exploring	1. As beneficiaries of a literate society, educators, parents, community organizations, businesses, and post-secondary education are recognized as stakeholders in the literacy development of children.
	Exploring	2. LEAs understand the importance of school/family/community partnerships and develop reciprocal relationships with families.
	Implementing	3. LEAs have a system in place for helping families support children's learning at home.
	Implementing	4. LEAs have a system in place for effectively communicating with families in various and meaningful ways.
	Implementing	5. Parents and/or students are involved in the problem-solving processes.

	Implementing	6. LEAs sponsor and promote literacy activities and events.	
	Implementing	7. LEAs collaborate with each other and families to ensure smooth transitions from elementary to middle school, from middle school to high school, and high school to post secondary education.	
	Exploring	8. LEAs ensure families and children have opportunities to demonstrate their abilities, skills, and knowledge in any language including their home language.	
	Sustaining	9. LEAs establish and maintain both formal and informal literacy partnerships with families and the private and public sector to provide support to students’ development and career/college readiness.	
	Sustaining	10. LEAs recognizes parent, community tutoring programs, and volunteers as resources to assist students in acquiring literacy skills.	
Action Items			
1.			
2.			
Beginning Date	Leadership Role	Additional Support Role	Completion Date

IEFA- Indian Education for All

SRB- Scientifically Research-Based

MLP- Montana Literacy Plan

Five Components of Reading- phonemic awareness, phonics, fluency, vocabulary, and comprehension

Nine Key Elements of Adolescent Literacy Instruction-direct, explicit comprehension instruction, effective instructional principles embedded in content, motivation and self-directed learning, text-based collaborative learning, strategic tutoring, diverse texts, intensive writing, technology component, ongoing formative assessment of students.

Four Assessment Types- screening, progress monitoring, diagnostic, and outcome

In this document Educator is defined as anyone who is providing instruction. This may include teachers, specialists, para-educators, administrators etc...

Literacy is defined as the ability to read, write, speak, listen and view in order to communicate with others effectively.

MBI-Montana Behavior Initiative

RtI- Response to Intervention